

Shoshone-Bannock School District #537
Re-Entry Plan for 2020-2021 School Year

DRAFT

July 21, 2020

These plans are expected to change as additional guidance becomes available from the CDC and the Idaho Department of Health and Welfare and the presence of COVID-19 in Bannock and Bingham County fluctuates.

Due to these extraordinary circumstances, the District has made plans for procedures over and above normal operating procedures to mitigate learning loss and threats to the health of students and staff. In addition, these procedures include how to return to distance learning very quickly when needed due to resurgence of community health concerns. The plans for dealing with these circumstances while continuing to provide education to the students of Shoshone-Bannock Jr. / Sr. High School are contained below. It is expected that these plans will be revised as circumstances change and new challenges are identified, and guidance issued from the Idaho Department of Health and Welfare or the CDC.

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Stages of Risk

The Shoshone-Bannock School District will work closely with the Southeastern Idaho Public Health (SIPH) to monitor the potential for community transmission within our community and our schools. SIPH has established a metrics of criteria to help establish and monitor the potential risk level within our community and the counties we serve. The specific criteria of the metrics can be accessed through the following link:

[Southeastern Idaho Public Health COVID-19 Regional Response Plan \(Awaiting Final Draft\)](#)

The Shoshone-Bannock School District has established the following guidelines and response to each of the different levels. It is the District's understanding that as of July 21, 2020 each county within the jurisdiction of SIPH is classified at the "Minimal Risk Level". Should that change, we will be notified by SIPH personnel, and we will communicate the transition to parents, students, and staff.

Staged Plans

Minimal Risk Level – Evidence of isolated cases, case investigations underway, no evidence of exposure in large communal setting.

Traditional Face-to-Face classes, with distance learning option (online classroom instruction).

Moderate Risk Level – Widespread and/or sustained transmission with high likelihood or confirmed exposure within communal settings, with potential for rapid increase in suspected cases.

Traditional Face-to-Face classes, with alternating daily schedule: Monday & Wednesday Periods 1, 3, 5 and Tuesday & Thursday 2, 4, 6. Attempt to provide distance learning to at least 25% of student population.

High Risk Level – Large-scale community transmission, healthcare staffing significantly impacted, multiple cases within communal settings.

Reduce Traditional Face-to-Face classes, with alternating daily schedule: Monday & Wednesday Periods 1, 3, 5 and Tuesday & Thursday 2, 4, 6. Attempt to provide distance learning to at least 75% of student population.

Critical Risk Level – Hospital capacity, including ICU, consistently at or above 100% and surge capacity cannot be maintained.

Stay-at-home order may have been issued. Some staff may need to be at school to support students. Staff will be put on rotating schedule. If staff are not at the school, they will be expected to maintain engagement hours to assist students. Students will only come to school for needed services or to get access to the internet. Students will be assigned to a staff members classroom for the day.

Academics

Because of the need to provide distance learning via packets from Mid-March through the end of the 2019-20 academic year, we know there is a high chance that students did not meet the requisite standards to prepare them for the next grade due to a variety of factors. The following re-entry plan will identify students upon their return to school in the fall who need additional support to adequately progress through their curriculum and courses.

The goal will be to swiftly resume schooling with social and emotional success (relationship building) while also assessing the academic needs of all students to plan and maximize instruction on the standards needed to embark on the new school year and boost progress.

Guiding Principles for Fall Re-entry to Academics

1. Most students have had five months of no physical attendance at school. While distance learning has been provided using packets, this is not the optimal learning medium for many students. It is assumed that the learning loss is equal to or greater than the normal summer learning loss of two to three months.
2. Staff understand and support students in restarting learning while recovering from the trauma of the global pandemic and its local impact.
3. Provides ordinary and protective care for the safety of students and staff.
4. Instructional Requirements: All students will meet standards established locally (at a minimum, the standards of the state) through rigorous accountability, which includes challenging examinations, demonstrations of achievement, and other appropriate tests and measures.
5. The Shoshone-Bannock Jr. / Sr. High School aims to be a school that does “whatever it takes” to ensure all students master the standards. We are focused on providing equity for student learning.

Emotional Support

Shoshone-Bannock School District recognizes that the sudden and lengthy closure of schools, the Stay-Home orders, and the worries about an aggressive illness in the community have been a source of trauma for students, staff, and their families. This may be on top of other factors in students' lives that cause chronic traumatic situations. Trauma affects students' ability to regulate emotions, control behaviors, engage in productive relationships with peers and teachers, and maximize academic learning. Shoshone-Bannock Jr. / Sr. High School will be providing Social and Emotional Learning (SEL) using the Suite 360 program to help our students face their current challenges. We are also hiring a part-time counselor to provide individual or group counseling sessions.

Literacy and Math Support

In order to mitigate learning loss after five months of instructional packets and some online learning, staff will quickly assess students to determine their mastery of literacy and mathematics standards and identify essential skills needing attention. After this quick assessment, instruction will be highly focused and intentional on strengthening literacy (including literacy in the content areas) and mathematics to provide a solid base for moving forward in mastering standards for the students' currently enrolled grade levels. The following actions will be taken:

Assessment

- administer 6-12 baseline academic screening in reading, language usage and mathematics.
 - NWEA MAPS Growth 6-12 Reading, Language, and Math.
 - MAPS data will identify skills that need taught, retaught, and what needs more practice in transitioning students to the next grade/course.
 - Instruction should be focused on the priority standards and skills that the assessment reveals as needed and not a general blanket review.

Instruction

- design lessons and focus instruction throughout the school year.
 - the primary focus should be on literacy standards in History/Social Studies, Science and Technical Subjects. There should be a focus on literacy/academic language in the content areas with students reading content specific text written in the academic language of that content and writing using the academic language and structures of that content area.
- identify students in need of increased support and intervention.
 - communicate results to parents.
 - identify interventions and needed supports for individual students.
 - assist classroom teachers in providing interventions and supports to help close achievement gaps.

Progress Monitoring

- progress-monitor student learning in Professional Learning Communities (PLCs) through formative and benchmark assessments during the learning cycle throughout the year.
 - collaborative teams share learning data and effective instructional strategies on a regular basis to strategically plan core instruction and intervene or enrich as necessary to propel progress for all students.

Ready for Distance Learning

- Teachers will be requested to post their lessons and learning activities on Google Classroom to continue building a library of instructional options online and sharpen teacher skills in using these tools and support students unable to be at school.

- Teachers will be encouraged to use a blended learning model for at least one lesson a week to ensure students maintain their skills to successfully participate in online learning opportunities. This should include occasional learning activities that can be done at home online or during afterschool.
- Identify students that do not have connectivity at home and find ways to ensure all students are connected before needing to move to distance learning. Provide a safe environment for students who do not have internet access and a place that is monitored by staff to get access.

Academic Re-entry Plan Summary:

Students will be assessed in reading, language usage, math and science in the fall using the NWEA MAPS tests. Additional pre-tests for all students will be administered in language arts (Achieve 3000) and math (ALEKS) to provide data to teachers so they can plan targeted lessons and instruction to meet skill and knowledge deficits. Assessment results will be reported to parents and learning plans will be developed for students who need additional intervention and support to help them close their achievement gaps. Develop Response to Intervention (RtI) program to better track and monitor students who need interventions. Progress will be monitored for all students throughout the year by PLCs. A focus on SEL support will be provided to offset the trauma students have experienced from the lengthy school closure and stay-home orders. In addition, a curricular and instructional focus will be placed on the integration of the literacy standards in all content-area subjects throughout the school year.

Health and Operational Logistics

Principles for Operations for Fall Re-Entry

Guiding principles for establishing building operational logistics for a fall re-entry to brick and mortar schools include:

1. Consideration of Tribe, County and/or State Stay-Home orders.
2. School Board Decisions and State Board of Education Guidance.
3. Provides ordinary and protective care for the safety of students and staff.
4. Establishing practices to maintain health and prevent the spread of germs and disease.

Before School Starts

Ensure all students and staff have received communication about how to keep themselves and others healthy when coming to school including information on:

- Entry door and processes.
- When to stay home/when entry will be denied.
- Restriction of non-students and staff from the building.

- How the school day will be structured to reduce the risk of spreading disease inside the school.
- A cloth face covering should be worn while on the bus route and when in the school building. It is **required for all students and staff to wear a mask** while on the bus route or when in the school building. Any parents and/or visitors are **required to wear masks** when they come into the school.

Per the [CDC](#), cloth face coverings should not be placed on young children under the age of two, anyone with difficulty breathing, anyone who is unconscious, incapacitated, or unable to remove the covering without assistance. This guidance could be changed depending on the most recent guidance from the CDC.

- Bus Expectations: behavior, seating chart, masks/cloth face covering.

Develop building schedules and procedures to meet the guidelines listed below: As Staff and Student Enter the Building, During the School Day, Bus Routes, Special Events, Afterschool Program, and After the School Day.

As a contingency plan, have students on an Odd/Even Schedule to reduce class changes and exposure. Increase the number of students who are participating in distance learning using online curriculum.

Establish boundaries for limiting the spaces inside the school that parents and visitors access. Create barriers, signage, etc. to limit where non-students or staff may go. Use plexiglass shields to protect staff interacting with parents and visitors (i.e. receptionist, secretaries, attendance clerk, etc.)

Ensure the COVID-19 check-in station is well stocked with at least two digital thermometers, masks, hand sanitizer, etc.

Ensure each classroom, office, etc. has equipment to disinfect spaces throughout the day as the spaces are in use. Ensure cleaning equipment is kept out of reach of children.

Ensure all ventilation filters are changed before school begins.

Check all bottle fillers, etc. to ensure water is safe after prolonged shutdown.

Provide refresher training for custodial staff on safe and proper use of disinfectant.

As Staff and Students Return

Post *Stop the Spread* posters on entry doors, at check-in station and on bathroom doors throughout the building. Teach and reinforce with students washing hands and covering coughs and sneezes. Teach use of a Kleenex when needed then immediately dispose of in no touch trash can and wash or sanitize hands.

Post *Symptoms of COVID-19* posters on entry doors and at sign-in stations.

Establish Staff and Visitor Check-in Stations (Maintain one entry into the building during business hours.).

Establish a system for students to wash and/or sanitize their hands immediately upon entering the school.

Establish clear barriers/boundaries that only staff and students may cross to access all necessary areas in the building. Keep visitors/parents located outside or to a very limited area inside the school. If parents or visitors need to go beyond the entryway of the building, ask them to wash/disinfect their hands and mask up.

Train school staff in how to monitor their own health for check-in verification purposes and how to monitor students for referral to the office for further screening.

Train appropriate staff how to provide care to students or staff exhibiting symptoms: isolation room/area, masks for students and staff involved, gloves and face shields for staff providing care. Notify Southeastern Idaho Public Health (SIPH), BIE Emergency Management (EM) Team, and student guardians of a possible case. Work with SIPH to determine if other students and staff need to be notified of a possible case while maintaining confidentiality as required by ADA, HIPAA, and FERPA.

Close off areas used by the student and/or staff exhibiting symptoms until thoroughly disinfected.

Ensure outside fresh air intake units in each building are operating for maximum effectiveness and scheduled to operate throughout the day and past the end of the school day in order to provide clean air environments during the day and the next day.

Professional Development: Schedule professional development in smaller groups or in larger rooms where staff can physically distance. Disinfect tables and chairs after the session before the room is used by another group. Have staff work with the same small group on various activities during the session rather than mixing groups.

During the School Day

Establish clear expectations regarding the wearing of masks by students, staff, and visitors.

- A cloth face covering should be worn while on the bus route, while in the school building, and when they are within 6 feet of someone when outside the building.
- Students and staff are required to wear a mask inside the school building and when on the bus route. Masks can be removed briefly when eating or drinking water.
- Parents and/or visitors are expected to wear masks when they come to the school.

Per the [CDC](#), cloth face coverings should not be placed on young children under the age of two, anyone with difficulty breathing, anyone who is unconscious, incapacitated, or unable to remove the covering without assistance. This guidance could be changed depending on the most recent guidance from the CDC.

Establish a building wide schedule that limits the mixing of students and staff and provides for physical distancing and frequent hand cleaning. For example:

- Include specific times for hand washing/sanitizing including at least the beginning of the day, before breakfast, before lunch, after group work and at the end of the day.
- Schedule classes to go to the cafeteria to pick up their breakfast and lunch and return to their classrooms to eat.
- Determine how to operate the library while reducing the exposure of students to a larger number of students or staff?
- P.E. classes should be held outdoors if possible. Engage in activities that reduce contact. Disinfect equipment between each class period.
- Establish clear procedures for passing in hallways, i.e. students walk on the right side of the hall, single file, etc. Stagger passing periods, if possible, to reduce the number of students in the hallway at one time.
- All staff must assist in monitoring hallways during passing periods to ensure students are staying within their assigned areas and passing in a safe manner.
- School assemblies should be limited to the number of students that can gather in the space with physical distancing.
- When food is offered, it should be pre-packed/plated or bagged for each child. Avoid use of buffet style serving and the sharing of food.

Arrange classrooms to provide for physical distancing and assigned workspaces. For example:

- Separate student chairs and desks as much as possible.
- Assign students to a team in which they work every day all day/or all class period for the semester to limit mixing of students.
- Limit the number of times students move to different spaces within the classroom.
- Provide supplies to individual students or a small team to reduce the amount of common materials being shared by multiple students.
- Keep individual students belongings separated from others.
- Assign specific textbooks to each student rather than sharing textbooks if possible, and have a specific place for them to put their book in the classroom.
- Check out a specific Chromebook/device to each student. Assign a specific charging location for that Chromebook. Students should use the same Chromebook/device each time they need such an item. (If learning needs to move to at-a-distance, students should be able to take their assigned Chromebook home.)

Establish a Building Schedule for Frequent Cleaning and Disinfecting. For example:

- Have students disinfecting their work area at the end of class for the next class.
- Ensure cleaning supplies are safely stored away from students when not being used.
- Collaborate with the building custodian to schedule a time during the day for light switches, door handles, etc. to be disinfected while students are not in each classroom and/or computer lab.
- When possible, disinfect equipment to be used by multiple students in between each use such as microscopes, calculators, laptops, etc.
- At the end of each class period, disinfect equipment touched by multiple students such as basketballs, frisbees, soccer balls, etc.

Establish ways to celebrate and greet each other at a distance. Teach students ways to celebrate and greet each other at a distance. For example:

- Jazz hands.
- Air High Fives.
- Clapping.
- Thumbs Up.
- Ask students to create ways to celebrate and/or greet each other without physical contact.

Staff meetings should be scheduled in a way to allow for small groups and social distancing or virtually. Small numbers of teachers meeting in the same classroom for a Professional Learning Community (PLC), planning, lunch, etc. should practice social distancing and clean the desk or table at which they were sitting when the meeting is over.

Establish attendance check procedures that encourage families to self-report symptoms or cases within the household. Support self-isolating in these circumstances.

Bus Routes (Buses and Vans)

- Check your student's temperature before sending them to get on the bus route.
- Bus route drivers must always wear a mask/cloth face covering while on the bus.
- Teach and reinforce bus behavior expectations each day from day one both on the bus and at school.
- Assign seats and require students to sit in their assigned seat for the entire route. (This allows for easier calculation of who is exposed to whom.)
- Students are required to wear masks at all times while on the bus route.
- Attempt to assign no more than two students per seat on the bus. If possible, space students out with empty seats in between them.
- Clean and disinfect buses and vans each morning and afternoon.

Special Events

Back to School/Freshman Orientation Events - If the event can be inside the school, consider scheduling a few classes at a time or scheduling families by last name, etc. to keep the number of participants reduced throughout the school during the event. If unable to have event inside, schedule a virtual event.

Conduct Parent-Teacher Conferences – Schedule families to keep the number of participants reduced throughout the school. If unable to have at school, have conferences by phone or virtual meeting. Send home prior to phone or virtual conferences a specially marked envelope or packet of materials that you want to review with the parent and ask them to have it ready to review during the phone/virtual conference.

Athletic Events - Hold outside if possible or in a large venue with plenty of space for social distancing.

- Limit the number of spectators physically present to allow for social distancing.
- A cloth face covering should be worn when in the school building and whenever people are in a community setting, especially in situations where they may be near people. Require students and staff to wear a mask/cloth face covering each day. Require parents and/or visitors to wear masks when they come to the school. Cloth face coverings should not be placed on young children under the age of two, anyone with difficulty breathing, anyone who is unconscious, incapacitated, or unable to remove the covering without assistance. This guidance could be changed depending on the most recent guidance from the CDC.
- Consider providing virtual streaming for additional viewers.
- Follow IHSAA guidance.

Converting to Learning at a Distance When Needed

Guiding Principles for Converting to Learning at a Distance

1. Consideration of Tribe, County and/or State Stay-Home orders.
2. School Board Decisions and State Board of Education Guidance.
3. Provides ordinary and protective care for the safety of students and staff.
4. Conditions call for increased isolation to maintain health and prevent the spread of germs and disease.
5. All students mastering Idaho Content Standards and achieving at high levels is critical to the future of our Tribe, our counties, and our state. This high bar requires that all students remain engaged in learning for a minimum of the instructional time required by the Federal Government (25 CFR 39.214).

In the Event of School Closure

When COVID-19 or other conditions require school closure for a period of time (other than the typical weather/snow day), the District will announce the closure under the guidance of the Principal with consultation with the Chairman of the School Board. If possible the announcement will include a time period at which the closure will be reassessed for possible return to school or continuing the closure. The announcement would be pushed out in the same way that school closure for weather is announced.

If possible, the decision to close school would be made with allowing one additional day of physical school attendance so that students can pick up Chromebooks and teachers can hand out books and other supplies students will need. All staff would report.

If one additional day of physical school attendance is not possible, the school will schedule a day for students and/or parents to pick up Chromebooks and supplies they will need at home. Teachers would work for one day, separated into their individual classrooms/offices and wearing masks, to package the students Chromebook (the one already checked out to the student for the year), a charger, books, paper, and other supplies the student might need. The school would distribute the materials according to a schedule that allows for a limited number of students/parents picking up materials at a time over the course of three days immediately following the teacher preparation day. The school will have a schedule and logistics prepared ahead of time so that they can immediately push out a pick-up schedule to parents on the day of teacher preparation. All staff expected would report for the one day. On day two only staff designated by Emergency Closure procedure and/or their supervisor would report and under the guidelines of wearing a mask, signing in and out of the building, and frequent hand washing/disinfecting or the wearing of gloves.

However, on all working days, all staff are expected to work their normal hours as per their job descriptions, either virtually or physically in accordance to social-distance guidelines. If staff are unable to be reached during these hours, they must use the appropriate leave request as approved by the employee's supervisor.

Connectivity: The school has a few hotspots that they can check out to households. However, we do not think that these hotspots will work at every house that needs one. Therefore, if students are unable to get internet access, then some staff and students may need to be in the school building during the closure so that all students have access to their instruction online. These staff and students will wear a mask, sign in and out of the building, frequently wash hands, be assigned to a specific classroom, and have scheduled bathroom breaks for the time they are in the building.

Lesson Planning Guidance - Secondary

Lessons will be posted to **Google Classroom**. Teachers will have opportunities to be trained on how to use Google Classroom. Teachers will train their students on how to get their lessons, do their lessons, and submit their assignments in Google Classroom. If a student is having issues submitting assignments through Google Classroom, they can submit assignments through school email.

Teachers can video record lessons and send them digitally to students for viewing. Teachers consider student video submissions or photos of artifacts. Students can also access other platforms that they have already been using with teachers to communicate learning back and forth between students and teachers. New platforms that students have not used prior to remote learning would be difficult to expect students to access and use successfully.

Other Technology Related Considerations

- Since we have more than one student in some households, we will not require students to be available at a specific time to participate in virtual instruction. Record your instruction and post it in Google Classroom so that students can watch it when they have the time and resources to do so.
- Google Meet (or Zoom) will be available to provide two-way communication with students.
- An internet filtering system will be active during remote learning for monitoring expectations of the network user agreement.
- Teachers should only use their personal cell phones to communicate with students when they are not at school and don't have any other way. Please use Google resources, Zoom, school email, or school phone lines.

Expectations

- Optimizing learning, but not overwhelming students is an essential consideration when planning lessons.
- Consider 2-3 hours per week, per class/course.
- Deploy Odd Day (Periods 1, 3, & 5) lessons on Monday and Wednesday and Even Day (Periods 2, 4, & 6) lessons on Tuesday and Thursday.
- Focus on developing priority standards and common lessons by course, collaborating with fellow teachers whenever appropriate.
- Be cognizant of IEP and 504 accommodations, and implement them to the extent that they can be applied.
- Coordinate with the IEP and 504 paraprofessionals to implement accommodations.
- Collaborate with special education director regarding instructional activities and plans.

Dual Credit Courses

- Dual credit courses are in continuation as outlined by the college for which it is offered. Teachers of DC classes are to follow the college protocols.

IDLA, APEX, Edgenuity, Achieve 3000, and other online Courses

- Any students already taking IDLA, APEX or other online courses are expected to continue until completion online.
- Students can call or email their teacher for assistance or proctoring of tests.

Resources

Every teacher has their own go-to resources. In addition, they may consider these and others that could be added as we extend learning from home:

- [IDLA content course resources](#) (grades 7-12) - all course content (except assessments and assignments) is available for teachers to use with their own students.
- APEX courses.
- Khan Academy.
- Edgenuity courses.

Feedback & Grades

This is new and we are all trying to learn from one another. We know students will vary in their engagement and completion of assignments; however, we do expect students to make their best effort to do the tasks we assign.

- Providing frequent feedback on assignments during distance learning is critical to keeping students engaged.
- Recording student learning - use Google Classroom or electronically via email or other source to collect assignments and provide feedback.
- Focus on participation at first, with more on grades later (temperature check of who is still with us).

Responsibilities of Programs & Supports

Students on IEPs/504s:

- Accommodations and service delivery of specially designed instruction to meet required minutes on IEPs.
- Hold IPE/504 Meetings virtually if possible.
- All timelines are still in effect.
- We are responsible for delivery of instruction related to IEP goals.
- Support general education teachers with lesson planning as needed to implement accommodations and modifications and meet IEP needs.

Students in Intervention:

- Additional practice on specific skills identified in each student's plan
 - specific tasks prescribed in weekly lessons for individual students (e.g.: Achieve 3000, ALEKS, Edgenuity, ...).

Resources

[How Will Schools Look After COVID-19](#)

[DRAFT CDC Protocols for Re-Opening](#)

[Guidance on Use of Cloth Face Coverings](#) - Idaho Department of Health and Welfare

[Cloth Face Coverings](#) - CDC